DOCUMENT RESUME

ED 353 387 CE 062 789

AUTHOR	Wells, Alice; Robertson-Phillips, Theresa
TITLE	Labor Education Achievement Program. Evaluation Report. 1991-1992 Grant Period.
INSTITUTION	Maryland State Dept. of Education, Baltimore.; Metropolitan Baltimore Council of AFL-CIO Unions, MD.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	8 Dec 92
NOTE	98p.; For related documents, see CE 062 477-478 and CE 062 788.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; Ancillary School Services; Competency Based Education; Computer Assisted Instruction; Corporate Support; Curriculum Development; Employee Attitudes; Employer Attitudes; Inservice Teacher Education; Job Skills; *Labor Education; Labor Force Development; *Literacy Education; Program Development; *Program Effectiveness; Program Evaluation; State Programs; Student Attitudes; Unions
IDENTIFIERS	*Workplace Literacy

ABSTRACT

The Labor Education Achievement Program (LEAP) provided workplace literacy services to 664 union workers in 39 classes at worksites, union halls, and other locations. Students' average age was nearly 40. All had attended some public school; 91 percent had some high school education. Students reported various reasons for enrollment; 90.6 percent noted self-improvement as an extremely or very important reason. Of students completing evaluation forms, 65.4 percent indicated they would continue their training elsewhere. Classes were ranked highest in helping students learn what they wanted to learn and lowest in helping them advance on the job. The average summary score of students administered the Self-Esteem Inventory was significantly higher at the end of the class. Interviewed employers noted employee improvement in 7 of 16 performance areas; each would recommend the program to other employers. Interviewed union representatives noted improvement in companies and changes in level and quality of union participation. Teachers indicated they used most often one-to-one tutoring, computer assisted instruction, and a traditional classroom approach; selected commercial print materials and teacher-developed materials were most useful. Recommendations were made concerning instructional program, employer supports, and overall project organization. (Appendixes include job titles of LEAP students and survey instruments.) (YLB)

ED353387

EVALUATION REPORT

LABOR EDUCATION ACHIEVEMENT PROGRAM

1991 - 1992 GRANT PERIOD

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23 November 1992
(revised 8 December 1992)

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PART 1: INTRODUCTION

This report summarizes the accomplishments of the 1991-1992 Labor Education Achievement Program (LEAP) directed by the Maryland State Department of Education. Since its inception three years ago with the award of the first U.S. Department of Education grant, LEAP has succeeded because of the strong cooperative working relationship between the Department of Education, the Metropolitan Baltimore Council of AFL-CIO Unions and the business community. This partnership continues to achieve significant gains in workplace literacy.

***Nearly one-quarter of the students who had enrolled in LEAP classes more than once since the Program began in 1989 had obtained their high school credentials or technical certifications.**

***Students showed a significant increase in levels of self-esteem at the end of their classes when compared to scores in this area at the beginning of class. This is the first time that changes in self-esteem have been empirically measured.**

***An analysis of the differences in the reading scores of students at the beginning of class and at the end of class revealed a statistically significant gain of nearly three points.**

***Most of the current LEAP students who completed their classes plan to continue their education at community colleges, technical schools or in apprenticeship programs.**

***Teachers overwhelmingly reported that students had succeeded in their classes because they met their individual goals and improved their skills on the job.**

***Employers noted improvements in the communication, team performance and writing skills of participants as well as an overall reduction in the level of supervision required.**

***The estimated dollar value of business contributions to the LEAP Program exceeded $55,000.**

The following Evaluation Report is organized into six sections. Part 1 presents an overview of the LEAP Program goals, objectives and standards with some evaluation commentary when appropriate. Sections 2, 3, and 4 of the Report discuss the effect of the Program on the students, employers, and unions while Part 5 reviews the experiences of the teachers. The Report concludes with recommendations for improving the overall impact of the Program.

Program Goals, Objectives and Standards

The 1991-1992 LEAP Program had seven major goals and related objectives. This Evaluation Report is primarily concerned with the first goal:

1. Provide workplace literacy services to 800 union employees and dislocated workers in Maryland.

    1.0 Identify, recruit and enroll no fewer than 800 workers.

    The LEAP Program recruited and enrolled at least 664 union workers during the fall, winter, and summer class cycles. This total represents the number of students who completed either the enrollment or the class evaluation forms. It falls below the 800 figure targeted in the U.S. Department of Education grant proposal for several reasons.

    Information concerning the total number of students who enrolled in the LEAP classes is incomplete and under-represents the total enrollees. First, not all students were given the evaluation forms to complete: several classes started before the evaluation actually began. Second, some students who were enrolled in the first cycle of classes and continued the next cycle with the same teacher did not complete the required registration and evaluation forms again. Third, in some classes students did not properly code the computerized enrollment forms and, as a result, LEAP student records could not be identified.

    Further, the Maryland State Department of Education also requested funds to operate additional classes. This request was approved so late that it was not possible to fully develop the extra classes in such a limited time frame.

1.1 Offer 96 hours of instruction to all participating workers through at least 45 classes at 35 worksites, union halls, or other nearby locations conducive to adult learning.

Standards Class schedules will reflect the hours of instruction made available.

A running count from a class location inventory will show that 45 classes were in operation at 35 sites.

Class rosters and Literacy Works computerized data base will verify 800 enrolled students.

The information provided by the LEAP teachers and program coordinators on their class rosters and program reports reveals that a total of thirty-nine classes were offered to these students at twenty-one worksites, five union halls, and thirteen other locations, such as, Booker T. Washington Middle School, Ripken Learning Center in Baltimore, and a community center on the Eastern Shore of Maryland. The hours of instruction offered at each site ranged from a high of 75 to a low of 24. Twenty-one of the classes ran in the fall of 1991 and eighteen classes were offered in the spring and summer of 1992.

The students who attended these classes worked in a variety of different industries:

Industry	% of Students
Municipal-General	25.8
Manufacturing	16.0
Garment	15.1
Metals	13.4
Municipal-Transport	9.5
Other/Mixed	9.0
Health Care	8.1
Food Processing	2.2
Building Trades	0.6
Electronics	0.3

The other/mixed classes had students from several different industries as well as displaced workers.

1.2 Provide workplace-specific, competency-based literacy instruction.

Standards Site visitations will verify the implementation of competency-based workplace literacy curriculum models in the instructional program, expressly developed to meet industry or career specific needs.

A library of workplace instructional materials will be maintained in the Maryland Literacy Works Dissemination Center and will be available for review.

Survey of teacher and student satisfaction with materials will verify that staff were provided with suitable materials.

Teachers were asked to complete final evaluation reports which were designed to document their experiences with their classes. The majority (61.9 percent, n = 13) of teachers who completed this survey indicated that a library of workplace literacy materials was available to them. Although most of the teachers were satisfied with these materials, the following factors restricted their usefulness:

-students were not eager to use the materials;
-job-specific needs were not identified;
-there was not enough class time to use the materials; and
-not all of the teachers were provided compensation to develop their materials.

1.3 Provide participants with a comprehensive support system.

Standards Declaration of need forms, fiscal records of payments, and audit report results will substantiate that participants requesting reimbursements for child care and transportation costs were reimbursed.

Student surveys will indicate they were advised of the availability of this support.

Nearly two-thirds (64.8 percent, n = 226) of the students indicated that they had received information concerning payments for child care expenses and 70.7 percent (n = 253) had received information about bus tokens to cover transportation expenses. Information concerning the availability of transportation tokens was only provided to students in areas with bus transportation.

2. Develop a regional approach to workplace literacy and disseminate information on the implications for management and implementation in a multi-site and multi-industry program.

Standards Literacy Works Enrollment Data Sheets verify regional LEAP enrollment.

White Paper on regional implementation of Workplace Literacy is published.

White Paper disseminated to the Literacy Works Management Committee, the Governor's Employment and Training Council, ERIC, and the Clearinghouse on Adult and Vocational Education.

Classes were offered in six counties and Baltimore City. Four of the six counties were located in Western Maryland, Northern Maryland and on the Eastern Shore. The remaining counties were part of the Metropolitan Baltimore area.

3. Expand the workplace literacy program to include eleven jurisdictions - four rural counties in addition to Baltimore City and the six surrounding metropolitan counties.

Standards Class rosters verify class sites in each jurisdiction.

Program coordinator reports and class rosters indicated that the thirty-nine classes were located in the following seven jurisdictions:

Baltimore City	24 Classes
Baltimore County	7 Classes
Carroll County	1 Class
Cecil County	1 Class
Frederick County	3 Classes
Harford County	2 Classes
Wicomico County	1 Class

4. Implement technology focused instructional delivery systems to enhance workplace literacy skills.

4.0 Continue operation of a computer-based literacy training center in Baltimore City.

The Baltimore City Literacy Corporation, one instructional provider, continued to provide classes offering hands-on computer assisted instruction and literacy training for the fall and spring class cycles. A total of 120 students were projected to be served in five classes located at the Ripken Learning Center in Baltimore City. The classes operated for thirty weeks, Monday through Thursday from 5:00 pm to 7:00 pm, for a total of 180 instructional hours. The majority (67.1 percent) of the students attending these classes worked in the municipal, garment, or transportation industries.

4.1 Implement portable microcomputer learning lab which will provide computer assisted instruction and computer literacy skills.

Computer assisted instruction and computer literacy skills were provided to the employees of one company, Lion Brothers, Inc., a manufacturing firm. Three classes, serving a total of thirty-five students, started in May, 1991 and ended in December, 1991. Each of these classes provided twenty-four hours of instruction.

5. Develop and disseminate additional industry specific workplace literacy curriculum guides and instructional learning packets.

5.0 Develop curriculum guide and learning packet for the food processing industry.

5.1 Develop curriculum guide and learning packet for the poultry industry.

5.2 Field test previously developed curriculum materials in other areas of the state.

The previously developed LEAP curriculum materials were made available to all interested teachers and were the favorite instructional materials for 13 percent of them. These materials were most useful in teaching reading, math, communication, social studies, and economics.

5.3 Field test curriculum guides developed by other national workplace literacy programs.

Standards The video-based traditional basic skills and ESL curriculum developed for garment industry workers by El Paso Community College will be field tested in at least two sites.

Teacher and student rating sheets will indicate satisfaction with curriculum materials.

The Project Director of the El Paso Community College Workplace Literacy Project provided staff training for LEAP coordinators and instructors in Maryland. The purpose of this training was to familiarize LEAP staff with the El Paso materials.

Teachers reported that the most useful instructional materials were:

commercial print materials (39.1 percent, n= 9);
materials they developed (34.8 percent, n= 8);
LEAP curriculum materials (13 percent, n = 3);
computer software (8.7 percent, n =2); and
company-based materials (4.3 percent, n= 1).

One teacher noted that Craft Math was useful in teaching math, and another reported that English at Work was very useful in teaching writing and vocabulary.

6. Develop a Peer/Mentor Training program to affect recruitment and retention of students.

6.0 Develop a Peer/Mentor Training Program.

The primary purpose of the Peer/Mentor Training Program, renamed the Learning Advocate Program, was to provide students with moral support so that they would complete their classes. The Program was initiated in January, 1992, when the union partners in LEAP began to recruit learning advocate volunteers. This recruitment effort was followed by a three-day training workshop which was conducted by the Center for Working Life. The workshop covered such topics as, learning advocate skill building, developing teams, and attitudes toward education.

6.1 Train at least 40 union members to identify, recruit and mentor literacy students in the organizations.

A total of sixteen Learning Advocates and seventeen LEAP teachers participated in the Learning Advocate Training Program. Following their training, the advocates were assigned to nine LEAP classes in the Metropolitan Baltimore area. In the follow-up evaluation of the effectiveness of the learning advocate program, teachers reported that advocates were very helpful in providing information concerning the progress of individual students, tutoring students, coordinating child care and transportation assistance for students, and in providing them with workplace materials to use in the classroom. The advocates, themselves, reported that they were most helpful in providing individualized instruction and encouragement to students and in helping to relieve student anxieties about their learning experience. In addition to providing information to students, these advocates also functioned as liaisons between the teachers and students.

6.2 Retain no less than 75% of students enrolled.

Since the Learning Advocates were assigned to classes during the middle of the winter class cycle, information was not collected describing the retention rates of the students in these classes.

7. Develop mechanisms to institutionalize the workplace literacy program in Maryland.

Benefits to Adult Workers: Objectives and Standards

1. Increase ability levels of participants.

   Standards — Increase basic skills and work related competencies of participants by 50% to 80%.

   Surveys of participants, shop stewards and supervisors will reveal perceptions and evidence of increased workplace literacy ability.

An analysis of the differences in the reading scores of students at the beginning of class and at the end of class revealed a statistically significant gain of nearly three points. The average difference in the before and after scores was 2.6 points (t-test = -1.39, significance = .18).

The students reported that the courses had been extremely or very helpful in increasing their skills as work team members (54.5 percent) and their job skills (reported by 33.5 percent of the students). Employers reported that students had gained in their communication, team membership, and writing/verbal skills.

2. Assist 75 workers in earning a high school diploma.

   Standard — GED office printouts will document that 75 Maryland High School Diplomas were awarded to LEAP students.

On their post-test evaluations, the majority of the students (58.2 percent, n = 89) indicated that their class was very useful in assisting them to obtain their GEDs. Four (11.4 percent) of the thirty-five students who responded to a follow-up survey of students who had completed more than one LEAP class reported that they had received their GEDs.

3. Assist participants to recognize and seek opportunities for career and job advancement.

   Standard — Instruction will be offered in career and job advancement and a thorough knowledge of each workplace organization will be provided to students.

When asked if the class had helped them to learn more about their jobs, nearly two-thirds (62.3 percent, n = 114) of the students reported that the class was extremely or very helpful in this area. In addition, one-third (33.5 percent, n = 59) responded that the class was very or extremely helpful in improving their job skills.

By 1992, nearly one-quarter of the current LEAP students (n = 102) had enrolled in more than one LEAP class since the Program began in 1989. Of these, thirty-nine enrolled in more than one class at each site. These students took classes offered by six of the nine instructional providers.

Benefits to Employers

1. To increase the job productivity and morale of workers.

   Standards — Front line supervisors and other management representatives will track worker absentee records and plant production/assembly records to verify if instruction has yielded higher worker productivity.

   Records will show anecdotal and other evidence of increased job satisfaction such as more frequent volunteering in the workplace and/or willingness to go above and beyond the call of duty.

It was not possible to ask supervisors and management personnel directly about the productivity records of each student because of the need to protect the confidentiality of individual workers. Employer interviews were conducted in instances where at least 50 percent of the students in one class were employed by the same company. These employers stated that students were:

"better able to handle stress..." and

"more positive towards themselves and the company. Workers are more committed to doing what needs to be done, not just what they are paid for."

2. To increase skills and educational opportunities of employers in order for them to advance on the job.

   Standard — Employers will review records of employees entering post secondary and/or apprenticeship programs.

Nearly one-quarter (22.8 percent, n = 8) of the thirty-five returning students who responded to the mail survey said that attending the LEAP classes had helped them obtain their degree or certification. In addition, five students had entered either community college or apprenticeship training programs.

The majority (65.8 percent, n = 102) of students who completed the LEAP evaluations indicated that they planned to attend community college, apprenticeship training programs, or technical training programs.

PART 2: IMPACT ON STUDENTS

This section of the Evaluation Report begins with a description of the employment and educational histories of students and then summarizes student satisfaction with the LEAP classes. Next, the evaluation compares students who completed their classes with those who did not complete their classes and then examines the reasons for class attrition. The section concludes with a description of the long term impact of LEAP on students who enroll in more than one class.

Demographic Information

The average age of LEAP students is nearly forty (mean age = 39.6 years), but ranges from a low of seventeen to a high of seventy-two years. As Figure 1 shows, the majority of enrollees were Black, followed by white with American Indians and Hispanics having the smallest representation in this group of students. Women enrolled more often than men, at 59.8 percent (n = 210) versus 40.2 percent (n = 141). Slightly more than ten percent (10.8 percent, n = 38) of these students were non-English speaking.

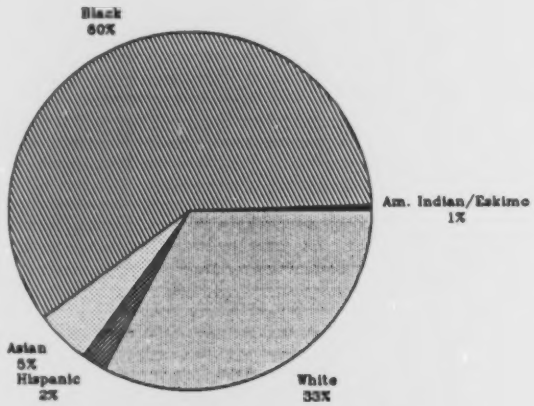
Current Employment

As shown in Figure 2, the majority of the LEAP enrollees were employed in the municipal (n = 106), manufacturing (n = 66) or garment (n = 62) industries. Fewest students worked in the food processing (n = 8), building (n = 2), or electronics (n = 1) industries.

Employment History

Nearly two-thirds of the LEAP students (65.8 percent, n = 196) had worked for at least one other employer doing different types of work before they began to work at their current job. On the average, they had been working for their current employers for twelve years (average = 12.1 years), ranging from one month to 37 years. Although the length of time the students had been working on their present jobs also ranged from one month to 37 years, the average length of time on their present job, 8.7 years, was considerably less than the number of years they had worked for their current employer, suggesting some job mobility with their current employers. Finally, students reported that they had been engaged in the same type of work for an average of 12.6 years. One student had been doing the same type of work for fifty years. Table 1 summarizes the company, job and work tenures of these students.

FIGURE 1.
ETHNIC BACKGROUND OF LEAP STUDENTS



These figures are based upon CASAS enrollment data.
A total of 381 students completed the CASAS forms.

FIGURE 2.
INDUSTRY TYPES REPORTED BY LEAP STUDENTS

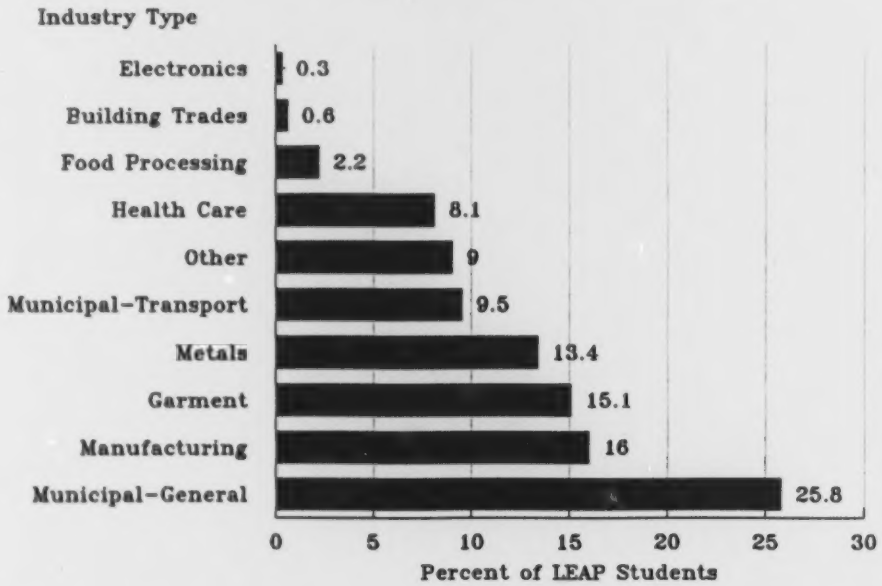


TABLE 1. COMPANY, JOB AND WORK TENURES OF LEAP STUDENTS
n = 411*

Length of time with current employer	Number	Percent
Up to 5 years	95	26.4
5.1 years to 10 years	58	16.1
10.1 years to 15 years	67	18.6
15.1 years to 20 years	78	21.7
More than 20 years	62	17.2

Length of time in current work	Number	Percent
Up to 5 years	87	24.2
5.1 years to 10 years	67	18.7
10.1 years to 15 years	75	20.9
15.1 years to 20 years	65	18.1
More than 20 years	65	18.1

Length of time on current job	Number	Percent
Up to 5 years	161	24.2
5.1 years to 10 years	69	19.0
10.1 years to 15 years	55	15.2
15.1 years to 20 years	46	12.7
More than 20 years	31	8.6

*The total respondents for each tenure category varies from 360 for company tenure to 362 for job tenure and 359 for work tenure.

Educational Background

All of the LEAP students had attended some public school and nearly all (91.3 percent) had some high school education. On the average, they reported that they had completed 10.8 years of school. About one-third of these students completed their last year of public school between 1961 and 1970 (33.9 percent). Almost one-half (44.7 percent, n = 169) of the students who were taking LEAP classes this year had taken similar classes previously, primarily General Equivalency Diploma (GED) classes (44.4 percent, n = 75) or Adult Basic Education (ABE) classes (39.6 percent, n = 67). Tables 2 and 3 present the educational background information for the LEAP students.

TABLE 2. YEARS OF EDUCATION COMPLETED BY LEAP STUDENTS
n = 411*

Years of Education	Number	Percent
1 through 8 Years	31	8.4
9 through 12 Years	337	91.6

*43 respondents did not provide this information.

TABLE 3. LAST YEAR OF PUBLIC SCHOOL ATTENDANCE
n = 411*

Last Year of Attendance	Number	Percent
1928 through 1960	91	26.6
1961 through 1970	116	33.9
1971 through 1980	95	27.8
1981 through 1991	40	11.7

*69 Respondents did not provide this data.

Reasons for Taking LEAP Classes

Students reported that they were taking the LEAP classes now for a variety of reasons, such as, to prepare for the GED (26.1 percent, n = 100) and to improve their job skills (11.5 percent, n = 44). Interestingly, only a few students indicated that they were taking the courses in order to meet quality standards for their job (1 percent, n = 4) or to learn team building skills (1.3 percent, n = 5). Nearly all (90.6 percent, n = 336), however, noted that self-improvement was as an extremely or very important reason for taking the course.

Students were also asked what they wanted to learn in their classes. Over one-third (37.5 percent, n = 126) indicated that they wanted to improve their reading, writing or math skills and another one-third (32.1 percent, n = 108) wanted to learn or improve their computer skills. Some students (10.4 percent, n = 35) stated that they simply wanted to learn "everything they can" in the course. These reasons are summarized in the following Table.

TABLE 4. WHAT STUDENTS WANT TO LEARN FROM THE LEAP CLASSES
n = 336

Learning Goals	Number	Percent
Improve reading, writing, or math skills	126	37.5
Learn or improve computer skills	108	32.1
Prepare for the GED exam	60	17.9
Everything I can	35	10.4
Improve job skills, prepare for certification	7	2.1
Total	336	100.0

Supports Provided to Students

Students were asked whether or not they had received information about reimbursements for child care and transportation expenses and the extent of employer-provided benefits. Nearly two-thirds (64.8 percent, n = 226) of the respondents indicated that they had received information concerning payment for child care expenses and 70.7 percent (n = 253) had received information about bus tokens to cover transportation expenses. Fewer students received pay (14.4 percent, n = 51) or some type of company recognition (16.0 percent, n = 55) for completing the classes.

Satisfaction with LEAP Classes, Teaching, and Supports

Nearly one-half (46.7 percent, n = 192) of the students completed class evaluation forms to assess their overall satisfaction with their classes. Perhaps the most significant result from this aspect of the evaluation was that most (65.4 percent, n = 102) of these students indicated that they would continue their training either in community college, technical or apprenticeship schools.

Specifically, the first part of the evaluation concerned the extent that the class had helped them in the eleven different areas which appear in Table 5. Classes were ranked highest in helping students to learn what they wanted to learn, to obtain their GEDs, and to improve their communication skills. Classes were ranked lower in helping students advance on their jobs. This may be the result of having few job advancement opportunities available to them when they finished their courses.

Virtually all (94.8 percent, n = 167) of these students felt that their teachers were well prepared for each class and were available to provide help when needed (92.5 percent, n = 161). Further, most (88.7 percent, n = 157) felt that their teachers made it easy for them to learn.

The majority of students who received reimbursements for child care (86.2 percent, n = 51) and transportation tokens (95.2 percent, n = 63) found these supportive services very or extremely helpful. Thirty-nine students who did not receive reimbursements for child care expenses indicated that they could have used this money. In addition, fifty-four students who did not receive transportation tokens could have used them. Finally, among those students who received benefits from their employers, the recognition ceremony was very or extremely helpful for exactly one-half of them, release time was very or extremely helpful to 67.5 percent of the students and payment for completing the course was very or extremely helpful to 47.3 percent of the respondents.

TABLE 5. STUDENT SATISFACTION WITH LEAP CLASSES
n = 192

	Areas of Change and Extent of Help	Percent
	The class helped me to:	
1.	Learn what I wanted to learn	
	Extremely	12.6
	Very	49.7
	Some	24.6
	A Little	10.9
	None	2.2
2.	Learn about the job	
	Extremely	4.5
	Very	21.6
	Some	26.7
	A Little	12.5
	None	34.7
3.	Advance on the job	
	Extremely	5.8
	Very	9.2
	Some	23.7
	A Little	6.9
	None	54.3
4.	Improve job skills	
	Extremely	4.5
	Very	29.0
	Some	28.4
	A Little	11.9
	None	26.1
5.	Improve chances of changing jobs	
	Extremely	8.3
	Very	27.1
	Some	29.3
	A Little	11.6
	None	23.8
6.	Meet quality standards	
	Extremely	0
	Very	24.6
	Some	31.0
	A Little	14.0
	None	28.1
7.	Improve my chances of getting GED	
	Extremely	20.9
	Very	37.3
	Some	20.9
	A Little	5.2
	None	15.7

TABLE 5. Continued

8.	Improve my communication skills	
	Extremely	13.4
	Very	37.4
	Some	32.4
	A Little	11.2
	None	5.6
9.	Improve my work team skills	
	Extremely	10.6
	Very	33.9
	Some	28.3
	A Little	8.9
	None	18.3
10.	Help my family	
	Extremely	5.8
	Very	33.5
	Some	34.1
	A Little	12.7
	None	13.9
11.	Help my community	
	Extremely	4.8
	Very	18.6
	Some	25.7
	A Little	16.8
	None	34.1
	Quality of Teaching	
	Preparation	
	Extremely	52.8
	Very	42.0
	Some	4.5
	A Little	.6
	None	0
	Availability	
	Extremely	51.7
	Very	40.8
	Some	5.7
	A Little	1.7
	None	0
	Easing learning	
	Extremely	44.1
	Very	44.6
	Some	10.2
	A Little	1.1
	None	0

Changes in Self-Esteem

A separate part of the evaluation completed by the students at the beginning and end of class was designed to measure changes in self-esteem. The 25-item Self-Esteem Inventory developed by Stanley Coopersmith (1967) was administered to a total of 102 students. Among these students, the average self-esteem summary score at the end of class (16.5) was significantly higher (t-test = -2.31, significance = .04) than the average score at the beginning of class (15.5). Separate analyses of the differences in self-esteem scores among students in the fall cycle of classes and students in the winter and summer cycles of classes revealed similar trends.

A Comparison of Class-Completers and Non-Completers

To begin to understand whether or not students who completed the courses were different from those who did not complete their classes, the evaluation included an examination of the background characteristics, educational and employment histories of these two groups of students. First, in the area of background characteristics, the students who completed the courses were about four years older than the non-completers (44.2 years versus 40.6 years). There were no significant differences in the ethnic backgrounds, native languages, and gender of completers versus non-completers. Relative to the completers, non-completers had worked for their present employer fewer years (average = 11.5 years versus 13.6 years), and had worked in their present type of work for a shorter period of time (12 years versus 14.2 years for completers).

Most of the non-completers (50.4 percent) last attended public school in 1968, several years earlier than the majority (51 percent) of the completers who had finished their last year of public school by 1965. Significantly more of the completers (57.9 percent) had taken another adult education course sometime previously than non-completers (39 percent). Nearly one-half (49 percent) of the non-completers reported that their prior class was English As a Second Language versus Adult Basic Education for the completers (44.6 percent). Roughly the same percentage of both completers and non-completers reported that their prior classes had been a GED class (36.9 percent for completers and 36.5 percent for non-completers). Nearly three times as many non-completers wanted to learn computer skills as completers (31.4 percent versus 11.3 percent). There were no significant differences in the educational providers and class sites of the completers and non-completers.

Reasons Students Do Not Complete Their Classes

To gain a more precise understanding of why some students do not finish their classes, a telephone survey of students who did not complete the fall semester of LEAP classes was conducted. In this survey "non-completers" were defined as those students who did not attend at least 75 percent of the classes. Nearly two-thirds (62.7 percent, n = 64) of the 102 fall non-completers responded to the telephone survey.

The reasons these students did not complete their classes are summarized in Table 6. Roughly one-third of these students reported that factors beyond their control caused them to stop attending the class. Some of these reasons were changes in their work schedules, medical, and personal or family problems. Others were dissatisfied with the content of the class. For example, many of the non-completers wanted to learn more about computers, or found themselves in classes which were inappropriate for other reasons, such as, class material that was too basic or not necessary for their jobs.

These respondents were also asked to indicate what would have helped them complete these classes. Their suggestions in this area, which appear in Table 7, ranged from adjusting the class times and locations to providing students with more one-on-one time with the teachers and separating classes for English speaking and non-English speaking students and for students with different learning levels. A copy of the telephone survey used to collect this information appears in Appendix B.

Follow-Up Survey of Students Enrolling in More Than One Class

A survey of students who had successfully completed more than one class between 1989 and 1992 was conducted to obtain information about the potential long term impact of LEAP classes. Surveys were mailed to 102 former and current LEAP students who had completed more than one class since 1989. Thirty-five (34.3 percent) of the repeating students responded to this survey.

Returning students attributed improvements in their work lives to attending LEAP classes. Twenty percent reported that LEAP helped them to get a better job: either in their own companies (14.3 percent) or with different employers (5.7 percent). These students reported that LEAP classes had a generally positive impact on their personal growth. Specifically, over one-third (34.3 percent) of the returning students said that LEAP classes were instrumental in encouraging them to pursue additional educational goals:

- 4 students obtained their GED's,
- 4 students enrolled in community colleges,
- 2 students obtained job certifications,
- 1 student obtained an external diploma, and
- 1 student enrolled in an apprenticeship program.

Almost all of the returning students (88.5 percent) who responded to the survey said that attending LEAP classes was either very helpful or extremely helpful in increasing their self-confidence. One of the benefits of attending LEAP classes, as reported by returning students, was that they were better able to help others. A high proportion of the respondents said that attending LEAP classes had helped them to encourage family members (57.1 percent) and friends (71.4 percent) to accomplish their educational goals. Finally, these students said that participation in the classes had helped them to become more active in their communities (54.3 percent) and in their unions (42.9 percent).

TABLE 6. REASONS STUDENTS DID NOT COMPLETE LEAP CLASSES
n = 64

Reason	Number	Percent
Work schedule changed	12	18.7
Wanted more computer training	10	15.6
Medical problems	9	14.1
Class material was not appropriate	8	12.5
Problems with child care	7	10.9
Family and personal problems	5	7.8
Inconvenient class location	4	6.3
Not enough time to study or to attend class	3	4.7
Did not like the teacher	3	4.7
Other reasons	3	4.7
Total	64	100.0

TABLE 7.
CHANGES THAT WOULD HAVE HELPED STUDENTS COMPLETE THEIR CLASSES
n = 64

Reason	Number	Percent
No reason given	26	40.6
Classes for specific levels	11	17.2
Different class location	7	11.0
More individual time with teacher	7	11.0
More computer classes	5	7.8
Different class time	4	6.2
More precise class description	2	3.1
Child care facility on-site	2	3.1
Total	38	100.0

PART 3: IMPACT ON EMPLOYERS

The LEAP Program engaged a wide variety of employers representing eight different types of industries. Most of these companies sponsored two cycles of classes.

Employer	Industry
IBEW Local 24 (Carpenter & Plumber Pre-apprenticeship Training)	Building Trades
Nanticoke Seafood	Food
H.L. Hartz and Company	Garment
London Fog	Garment
Londontown Corporation	Garment
Levindale Hebrew Geriatric Center	Health Care
Blue Chip	Manufacturing
Lion Brothers	Manufacturing
Eastalco Aluminum	Metals
Maryland Specialty Wire	Metals
Baltimore City	Municipal Services
Mass Transit Authority	Transportation
Baltimore City Dept. of Transportation	Transportation
Harford County Department of Highways	Transportation

This part of the Evaluation Report summarizes the experiences of these employers with LEAP and examines the level of their support to the Program.

Employer Satisfaction with the LEAP Classes

In order to assess the impact of the LEAP Program on employers, several interviews were conducted with individuals from the company who were familiar with the Program and participants from their organization. The purpose of these interviews was to provide an opportunity for employers to discuss their impressions of the impact of the project within their company. To insure the confidentiality of individual workers, these interviews were limited to cases where at least one-half of the students in one class were employed by one company. A total of four companies satisfied this criterion. A copy of the Company Contact Interview appears in Appendix B.

First, these employers were asked to indicate why they had decided to participate in the workplace literacy program. Their reasons were varied: to provide opportunities for employees to obtain their GEDs and to "catch-up", to improve skills, ethics, customer relations, and employee self-satisfaction. They saw their roles as facilitators: providing space and materials, cooperating with the teacher, conducting needs assessments, and providing incentives to employees. All felt that participation in LEAP training should be voluntary.

These employers were then asked to report if they had noticed any employee changes in sixteen performance areas. They noted improvement in the following:

writing and/or verbal skills;
level of participation in meetings;
communication among and between team members and co-workers;
team performance of job tasks;
job turnover (decreased);
level of direct supervision required (decreased); and
following safety procedures.

One employer noted that as the result of the LEAP training, one-third of the production employees at this company had passed certification tests and increased their hourly wage. Further, the level of supervision required by trained workers had been reduced from twenty to twelve supervisors within the past sixteen months. This reduction in personnel saved the company more than $500,000 annually. On one occasion, the production workers took the initiative during an electrical power outage and saved the company another $20 million. This would not have occurred if these workers had not participated in the LEAP training.

When asked to comment on the overall impact of LEAP within their organizations, employers stated that the LEAP students were:

"Better able to handle stress from residents and co-workers."

"Problem solving teams handle many issues without involving management."

"More positive towards themselves and the company. Workers are more committed to doing what needs to be done, not just what they are paid for. Workers are more interested in their jobs, in the business world, and in the industry."

Three of the four employers interviewed would not have provided workplace literacy training if the LEAP Program were not available. Finally, they stated that more qualified, higher functioning, and better educated employees were the principal incentives for employers to participate in LEAP. Each of the respondents would recommend the program to other employers.

Company Contributions to the LEAP Program

In addition to workplace materials and classroom space, these employers also provided staff time for the administration of the program, bonuses and release time for employees. To measure the extent of these contributions, each program coordinator estimated the dollar value of company contributions in the areas of classroom space, bonuses, administration, materials, and release time. These results appear in Table 8. The total value of the reported contributions is $55,163. The estimated value of classroom space accounts for the largest proportion (78.8 percent) of that total. The remainder of the total is divided between bonuses, administrative assistance, and teaching materials. This total, however, under-represents the extent of company contributions for several reasons. First, as the Table shows, four of the eleven reporting companies and sponsors did not provide an estimate for classroom space even though classes were located at two of these companies. Second, at least one of these businesses offered employees release time from work, but did not estimate the value of this benefit.

TABLE 8. COMPANY CONTRIBUTIONS

Company	Classroom	Bonuses	Adm. Assistance	Materials	Release Time	Total
City of Baltimore	$ 0	$ 0	$ 418	$1,425	0	$ 1,843
Department of Transportation	0	0	314	900	0	1,214
Eastalco	7,200	300	600	0	0	8,100
Harford County Department of Highways	6,440	0	0	0	0	6,440
Hartz	0	375	0	0	0	375
Hospital Workers Union	0	0	418	1,425	0	1,843
Levindale	1,200	1,000	0	0	0	2,200
London Fog	10,224	0	0	0	0	10,224
Londontown	10,224	0	0	0	0	10,224
Maryland Specialty Wire	7,000	0	0	0	4,500	11,500
Plumbers Joint Training Fund	1,200	0	0	0	0	1 ,200
Total	$43,488	$1,675	$1,750	$3,750	$4,500	$55,163

PART 4: IMPACT ON THE UNIONS

A critical element in the overall effectiveness of the LEAP Program has been the involvement of the AFL-CIO Unions in the design and implementation of the project. Union representatives approach potential participating employers to assess their willingness to become involved in sponsoring LEAP classes. The Union then plays a vital role in recruiting students, providing supports, such as reimbursements for child care and transportation expenses and, most importantly, in encouraging students to remain in the Program.

The evaluation of union involvement in LEAP consisted of two phases. First, union representatives at several companies were asked to provide their perspective on the impact of the training on their members. They responded to questions which were similar to those appearing on the Employer Interview. The second phase of the union evaluation concerns the impact of the Learning Advocate Program. Copies of the Union Contact and Learning Advocate Evaluation materials appear in Appendix B.

Impact of the Classes on Union Members

Six union representatives at six different companies participated in the evaluation interviews. The total number of union members at these companies ranged from 130 to 600. At each site, the number of union members who participated in the LEAP classes ranged from eight to forty-seven. With one exception, the union respondents were in agreement with the employers that participation in these classes should be voluntary. The role of the employer is to provide space and materials and to assist workers in scheduling work and class time.

In discussing the impact of the classes on these companies, the respondents noted that they had noticed improvements in the areas of:

team performance,
communication skills,
quality of work products,
length of time required to complete job tasks,
amount of assistance provided to co-workers, and
participation in meetings.

In addition, they noted that as a result of their participation in the LEAP classes, students showed greater confidence, increased willingness to work with other team members and to assume greater responsibility on the job. These students had become more a part of the "workplace culture."

The union respondents also noticed changes in the level and quality of union participation:

> "One of last year's graduates ran for elected office for the position of shop steward and won. She has become much more involved at work due to her increased self confidence. It is the Union's opinion that she never would have done this if it hadn't been for the class."
>
> "Class members have started to come to local meetings."
>
> "We are seeing more participation and communication from the employees who are/were involved in the classes."
>
> "Attend meetings now, comprehend more, ask questions."

All of the union respondents would recommend the LEAP Program to other union members.

Learning Advocate Program Effectiveness

The union developed the Learning Advocate Program to provide LEAP students with moral support so that they could better manage any obstacles they might encounter as new adult learners. The primary goal of the Learning Advocate program was to increase the retention rate of LEAP students by:

a) encouraging students to continue attending classes,
b) helping students to begin to establish plans for career growth, such as, job promotions, training or higher education, and
c) acting as a liaison between the students, the teacher and the program.

In January, 1991, the AFL-CIO began recruiting volunteers from the ranks of local unions to serve as learning advocates. Sixteen union members responded. Each of these volunteers, along with seventeen LEAP teachers, attended a three-day Learning Advocate Training Workshop conducted by Lee Shore of the Center for Working Life. The Workshop was held on February 6th through the 9th at the office of the Metropolitan Baltimore Council AFL-CIO. The major topics covered during the workshop were attitudes toward education, skills needed to be an effective learning advocate, and developing a team approach. Each of the participants received a copy of the Learning Advocate Training manual.

Following the training, learning advocates were assigned to nine LEAP classes in Baltimore City and Baltimore County. The teachers and learning advocates assigned to these classes were asked to evaluate the effectiveness of the learning advocate component of LEAP. Five (41.7%) of the twelve teachers involved in the learning advocate classes returned the evaluation surveys. These teachers reported that the learning advocates were most helpful in the following areas:

providing them with information about the class,
informing them of student progress,
providing workplace materials such as training aids,
tutoring individual students, and
coordinating transportation and child care assistance.

Eight (88.9%) of the nine learning advocates responded to the evaluation survey. Learning advocates reported they thought they were most helpful in two areas: providing individual tutoring to students who were having difficulty with the material and encouraging students to talk to the teacher about their needs. Further, almost three-quarters (71.4%) of the advocates felt they were able to reduce student anxieties and/or difficulties related to their learning experiences in the LEAP program. All of the learning advocates reported having the opportunity to provide encouragement to the students.

Learning advocates identified a number of barriers encountered by students which are presented in Table 9. Learning advocates reported helping students to overcome these barriers in a variety of ways. Most often (87.5%) the learning advocates made themselves available to listen, talk, and assist students in developing their own solutions. Well over one-half (62.5%) said that they talked with program staff and/or teachers about student needs. Finally, 37.5% reported that they gave students information about resources available to help them meet their particular needs.

Seven of the eight learning advocates said they were able to contact students who missed classes. The remaining learning advocate said that it was not necessary because of the two students who missed class, one was laid off and the other had to change shifts. Almost one-half (42.9%) of the learning advocates felt that they were able to help students so that they could attend regularly. Most (66.7%) said that they had an impact on the retention of students.

TABLE 9. BARRIERS ENCOUNTERED BY LEAP STUDENTS

Area of Concern	Percent of Learning Advocates Reporting Area as an Obstacle
Work schedule	87.5
Past learning experiences	62.5
Family problems	50.0
Family responsibilities (not child care)	50.0
Transportation	50.0
Emergencies	37.5
Fear of failure	37.5
Ambivalence about education	25.0
Learning disability	25.0
Competition	12.5
Emotional barriers	12.5
Unable to obtain child care	12.5
Felt teacher was unresponsive	12.5

PART 5: EFFECTIVENESS OF THE EDUCATIONAL PROGRAMS

The Maryland State Department of Education contracted with nine local educational providers in seven jurisdictions to provide LEAP classes during 1991-1992:

Anne Arundel Community College
Baltimore County Public Schools
Carroll County Public Schools
Cecil Community College
New Community College of Baltimore
Frederick County Public Schools
Harford Community College
Ripken Center
Worcester/Wicomico Technical Community College

These providers operated a total of thirty-nine classes which were taught by forty-four teachers who were also asked to evaluate the effectiveness of the Program. This part of the evaluation presents the responses of the twenty-three (52.3 percent) teachers who completed the Teacher Surveys (see Appendix B) at the end of their classes.

Instructional Program

In reporting on the procedures they used to assess student needs and design educational programs, these teachers noted that they most often used student interviews (43.5 percent), the CASAS (39.1 percent) or diagnostic pre-tests (34.8 percent) to assess the needs of students. They also interviewed students (21.7 percent) and evaluated pre-tests (21.7 percent) to link the results obtained from the needs assessments to the design of the educational program.

To provide instruction, they most often used one-to-one tutoring (65.2 percent), computer assisted instruction (60.8 percent), and a traditional classroom approach (60.8 percent). Most (86.4 percent) were able to provide some individualized instruction and two-thirds provided some follow-up when students missed classes (68.2 percent).

The most useful instructional materials were:

selected commercial print materials (39.1 percent, n = 9);
materials they developed (34.8 percent, n = 8);
LEAP curriculum materials (13 percent, n = 3);
computer software (8.7 percent, n = 2); and
company-based materials (4.3 percent, n= 1).

Other materials which were also useful were LAUBACH International (8.7 percent, n = 2); newspapers, magazines and television news (13 percent, n = 3); and English at Work (4.3 percent, n = 1).

Satisfaction with the LEAP Program

Nearly all (95.2 percent) felt that their classes were successful because students enjoyed class, improved their skills, and met their individual goals. The areas of change noted by these teachers included the following:

Improvement in life skills (17.4 percent of teachers)
Increased confidence in
ability to pursue education (17.4 percent)
Increase in self-esteem (13.0 percent)
Improved writing skills (13.0 percent)
Developed new skills (13.0 percent)
Obtained GEDs (13.0 percent)
Developed computer skills (13.0 percent)

Fewer than one-half of these teachers (39.1 percent) reported that they had received compensation for time spent preparing materials for their classes. When asked what additional assistance they required to strengthen their classroom performance, 17.4 percent mentioned increasing preparation time and 13 percent would like to have teacher aides.

PART 6: LIMITATIONS AND RECOMMENDATIONS

This Report concludes with a summary of the recommendations made by LEAP students, employers, teachers and union contacts during the course of the project evaluation. Before proceeding with the final recommendations, it is important to note several significant limitations of the evaluation. First, although the Program partners reviewed the evaluation materials, time constraints prevented pilot testing the instruments prior to their implementation. Second, as noted in the Introduction to this Report, not all of the students who enrolled and attended the classes completed the enrollment and evaluation forms because of distribution problems and student absences when these forms were completed. Third, there was little opportunity to observe in the classroom and verify the responses of the teachers. Fourth, because of the need to protect worker confidentiality, only a few employers were interviewed. Finally, documenting changes in productivity levels which might have resulted from LEAP was not possible because of the mix of companies at several large training sites in Baltimore City.

The remainder of the Report consists of recommendations which are organized into three broad categories: those concerning the instructional program, employer supports, and overall project organization.

Instructional Program

1. Financial compensation should be provided to teachers for any time they spend preparing workplace specific curriculum materials.

   Although the Maryland State Department of Education provided funds to the educational providers to compensate teachers in this area, some teachers either did not receive any compensation or received inadequate compensation.

2. Tie the classroom instruction to the workplace by developing a curriculum that focuses on workplace specific skills.

   Although teachers felt that their classroom instruction should consist of training in workplace specific skills, few actually understood how to provide this type of instruction. Employers and union partners can be helpful in providing workplace specific learning materials.

3. Provide more in-class supervision to teachers aimed at assisting them in developing instruction that is workplace specific.

   Teachers need more training and supervision to learn how to implement a workplace specific classroom.

4. Provide more one-to-one time between teachers and students.

   Although most LEAP students who completed their classes were fairly satisfied with the attention they received from their teachers, students who did not complete their classes commented that more individual time with the teacher would be helpful. This could also be accomplished by increasing the number of volunteers in the classroom.

Project Organization

5. An annual calendar with all dates for completing and submitting student registrations, evaluation forms and other grant monitoring material should be developed and distributed to all Program partners.

   The project experienced difficulty maintaining accurate records of student enrollments. This type of calendar would help insure that all reports are submitted in a timely manner.

6. Schedule class times and locations to better accommodate students.

   Several students and teachers noted that the class times were not convenient. Other students thought that the classes should be further away from company work areas.

7. Clarify the content of each class with potential students prior to enrollment.

   There has been some confusion between adult education versus college classes versus adult basic education. Clearly stating what type of material will be taught in the course and the level of difficulty might reduce the number of students who do not complete their classes after they enroll.

Employer Supports

8. Encourage employers to maintain a policy of voluntary participation in LEAP classes.

   Both the union contacts as well as the employers who participated in the evaluation interviews recommended that employee participation be voluntary. The evaluation data suggest that students who complete LEAP classes are self-motivated and tend to have their own personal or career goals in mind when enrolling for these classes.

9. One-on-one recruitment of students works best.

   Active involvement of management in the recruitment process is essential to secure commitments from students. Employers should be clear with employees about where the company is headed and how this training will affect them.

10. Encourage employers to recognize employees who complete the classes.

    Feedback from students suggests that employer benefits, including recognition ceremonies and documentation of course work in the personnel file, are reinforcing for the student and demonstrates the importance of participation for the employer.

APPENDIX A: JOB TITLES

JOB TITLES OF LEAP STUDENTS

Apparatus Machinist
Accounts Invoice Clerk
Building Repairer
Burr Line
Bus Operator
Cashier
CHA
Chauffeur
Checker
Claims Clerk
Claims Technician
Cleaner
Clerk
Coach Supervisor
Concrete Finisher
Construction/Rehab Aide
Conveyor Operator
Cook
Crane Operator
Custodian
Diet Clerk
Dish Washer
Educational Assistant
EPT II
Equipment Operator
Examiner
File Clerk
Foreman
Fruster
FSW II
Geriatric Nurse Assistant
Grillman
Health Clinic Aide
Heavy Equipment Operator
Highway Supervisor
Housekeeper
Inspector Packer
Labor Crew Leader
Laborer
Lapel Presser
Lead Person
Loom Support
Loom Technician
Mail Clerk
Mailhandler
Maintenance Man
Maintenance Worker
Manager
Mason I
Mechanic
Medical Record Clerk
Nursing Assistant
Office Assistant
Office Clerk
Office Supervisor
Operations Technician
Operator
Packer Man
Pest Control Worker
Picker
Potline Crane Operator
Potline Operator
Printer
Returns Examiner
Room Operator
Sanitation Engineer
Sanitation Technician
School Aide
Seamstress
Secretary
Security Specialist
Senior Custodian
Serger
Sewing Machine Operator
Sign-Fab I
Special Education Assist.
Stamp Machine Operator
Storekeeper II
Supervisor
Supervisor - Finishing
Support Help
Tacking Welts
Teacher Assistant
Technical Assistant
Telemarketer
Telephone Operator
Traffic Maint. Worker
Traffic Signal Installer
Truck Driver
Tuck
Utility Presser
Watermeter Repairman

Bartacker
Brush Wire Operator
Cable Clerk
Cable Specialist
Carpenter
Cashier
Cashier/Cook
Charter Laborer
Child Health Investigator
Computer Assistant
Data Entry Operator
Data Transcriber
Die Finisher
Fine Wire Operator
Floor Coordinator
Floor Worker
Food Service Assisant
General Factory Worker
Health Clinic Aide
Heater
Highway Maint. Supervisor
Hot Metal Carrier
Housing Inspector
Janitor
Laboratory Assistant
Laborer/Cable Helper
Laborer/Chauffer
Ladle Truck Driver
Leader
Life guard I
Lift Truck Operator
Lining Spreader
Loom Support
Machine Operator
Maintenance Mechanic
Materials Handler
Metal/Drywall Mechanic
Meter Mechanic
Nursing Aide/Assistant
Oral Surgery Assistant
Patient Aide
Personal Care Provider
Potline Technician
Presser
Receptionist
Salesman
Set-Up Person
Shipping Leader
Shoemaker
Sign Mechanic
Snelling Operator
Special Education Assistant
Stock Clerk
Supervisor/Solid Waste
Taper Grinder Operator
Utility Operator
Verifier
Warehouse Person
Welt Tacker

APPENDIX B: SURVEY INSTRUMENTS

LEAP 3 Instructional Proposal
Class Survey (Pre)
Class Survey (Post)
Teacher Survey
Union Contact Interview
Company Contact Iinterview
Class Questionnaire (Non-Completer Telephone Survey)
Student Survey (Returning Student Survey)
Learning Advocate Survey (Completed by Learning Advocates)
Learning Advocate Evaluation (Completed by Teachers)

LEAP 3 INSTRUCTIONAL PROPOSAL

LEAP 3 INSTRUCTIONAL PROPOSAL

Provider _____ Coordinator _____

Address _____ Title _____

City _____ State _____ Zip _____ Phone _____

Class Information

Class Type: ABE _____ ESL _____
GED _____ Other _____
ABE and GED Combination _____

Class Title: _____

Teacher: (Name)_____(Phone)_____

No. of Students: _____ Class Schedule (Day, Time): _____

Projected Start Date: _____ Project End Date: _____

Total Weeks of Instruction: _____

Total Number of Instructional Hours: _____

Contact Person: _____

Class Cost Information

Cost: _____
Budget Explanation: _____
_____
_____

Company Contribution:

Release Time:_____ Est. Value $ _____
(Hourly Wage x # Students x Hrs. of Inst.)
Classroom Space:_____ Est. Value $ _____
Bonus, Etc.: _____ Est. Value $ _____
Other (Specify) _____ Est. Value $ _____

Company Information

Company Name: _____

Address:_____

Company Contact: (Name)_____(Phone)_____

CLASS SURVEY (PRE)

Class: _____

CLASS SURVEY
LEAP
FALL 1991

Social Security Number: _____ Date: _____

Your Employer: _____

Use the following list to circle the type of business operated by your employer:

01=Beverages
02=Building Trades
03=Electronics
04=Food/Dietary
05=Garment
06=Health Care
07=Manufacturing
08=Metals
08=Municipal-General
09=Municipal-Transportation
10=Poultry
12=Transportation
13=Other, List type _____

Directions: Please answer all of the following questions. Your answers will help us to serve you better in this class. Your teacher will help you if you have any questions about this survey.

BACKGROUND INFORMATION

1. How long have you worked for this company?

_____
Years Months

2. How long have you been working in the job you now have?

_____
Years Months

3. How long have you done this kind of work?

_____
Years Months

4. Where did you work before coming to this company? Circle one of the following:

This is my first job outside of my home

At another company doing very different work

At another company doing the same kind of work

Other, please explain_____

5. What is your job title? _____

6. Did you attend public school? Yes___ No___

If yes, please answer these questions:

A. What was the last grade you completed in public school?

_____
0 through 12

B. What year did you last attend public school?

_____
Year

7. Have you taken a class like this before? Yes___ No___

If yes, please answer these questions:

A. What type of class did you last take? Circle one of the following:

ABE-Adult Basis Education (ABE)

GED-General Equivalency Diploma

ESL-English as a Second Language

External Diploma

Other, identify _____

B. When did you take this course?

Date_____
Months Year

CLASS INFORMATION

1. What do you want to learn in this course?_____

_____

2. Why are you taking the course now? Circle the one most important reason you are taking the course.

Required by my supervisor
To learn more about my job
To advance in the job I now have
To get a better job
To improve my job skills
To meet quality assurance standards on my job
To obtain my GED
To improve my communication skills
To improve my skills as a work team member
To enter community college, technical or apprenticeship training
Other, explain_____

3. How important is self-improvement as a reason you are taking the course? Please circle one answer.

Not at all A little Somewhat Very Much Extremely

4. How important is helping in the community as a reason you are taking the course? Please circle one answer.

Not at all A little Somewhat Very Much Extremely

5. How important is helping your family as a reason you are taking the course? Please circle one answer.

Not at all A little Somewhat Very Much Extremely

6. Have you received information about payment for child care expenses while you attend this class?

Yes___ No___

7. Have you received information about bus tokens to cover transportation expenses while you attend this class?

Yes___ No___

8. Is your employer providing any of the following when you take this class?

Release Time	Yes___	No___
Pay	Yes___	No___
Recognition Ceremony	Yes___	No___

Please return the completed survey to your teacher.

Thank you for your assistance!

Class:_____

CLASS PROFILE
LEAP
FALL 1991

Social Security Number: _____ Date:_____

Directions: Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column, "Like Me."
If the statement does not describe how you usually feel, put a check (✓) in the column, "Unlike Me."
There are no right or wrong answers.

		Like Me	Unlike Me
1.	I often wish I were someone else.	_____	_____
2.	I find it very hard to talk in front of a group.	_____	_____
3.	There are lots of things about myself I'd change if I could.	_____	_____
4.	I can make up my mind without too much trouble.	_____	_____
5.	I'm a lot of fun to be with.	_____	_____
6.	I get upset easily at home.	_____	_____
7.	It takes me a long time to get used to anything new.	_____	_____
8.	I'm popular with people my own age.	_____	_____
9.	My family expects too much of me.	_____	_____
10.	My family usually considers my feelings.	_____	_____
11.	I give in very easily.	_____	_____
12.	It's pretty tough to be me.	_____	_____
13.	Things are all mixed up in my life.	_____	_____
14.	Other people usually follow my ideas.	_____	_____
15.	I have a pretty low opinion of myself.	_____	_____

		Like Me	Unlike Me
16.	There are many times when I'd like to leave home.	_____	_____
17.	I often feel upset about the work that I do.	_____	_____
18.	I'm not as nice looking as most people.	_____	_____
19.	If I have something to say, I usually say it.	_____	_____
20.	My family understands me.	_____	_____
21.	Most people are better liked than I am.	_____	_____
22.	I usually feel as if my family is pushing me.	_____	_____
23.	I often get discouraged at what I am doing.	_____	_____
24.	Things usually don't bother me.	_____	_____
25.	I'm pretty happy.	_____	_____

CLASS SURVEY (POST)

Class: _____

CLASS SURVEY
LEAP
FALL 1991

Social Security Number: _____ **Date:** _____

Directions: Please answer all of the following questions by circling one answer to each question. Your answers will help us improve this class in the future.

CLASS AND MATERIALS — **Please circle one answer for each question.**

1. Has the course helped you to learn what you wanted to learn when you decided to take the class?	Not at All	A Little	Somewhat	Very Much	Extremely
2. Has the course helped you to learn more about your job?	Not at All	A Little	Somewhat	Very Much	Extremely
3. Has taking the course helped you to advance in your job?	Not at All	A Little	Somewhat	Very Much	Extremely
4. Has taking the course improved your job skills?	Not at All	A Little	Somewhat	Very Much	Extremely
5. Has taking the course improved your chances of getting a better job in another company?	Not at All	A Little	Somewhat	Very Much	Extremely
6. Has taking the course helped you to meet quality standards on your job?	Not at All	A Little	Somewhat	Very Much	Extremely
7. Has taking the course improved your chances of getting a GED?	Not at All	A Little	Somewhat	Very Much	Extremely
8. Has taking the course improved your communication skills?	Not at All	A Little	Somewhat	Very Much	Extremely
9. Has taking the course improved your skills as a work team member?	Not at All	A Little	Somewhat	Very Much	Extremely

Please circle one answer for each question.

10. Has taking the course enabled you to help your family more?	Not at All	A Little	Somewhat	Very Much	Extremely
11. Has taking the course enabled you to help your community more?	Not at All	A Little	Somewhat	Very Much	Extremely

TEACHING

1. How well prepared was the teacher for each class?	Not at All	A Little	Somewhat	Very Much	Extremely
2 Was the teacher available to help when you needed assistance?	Not at All	A Little	Somewhat	Very Much	Extremely
3. Did the teacher make it easy for you to learn the work?	Not at All	A Little	Somewhat	Very Much	Extremely

OTHER COMMENTS

1. How helpful were release time arrangements?	Not at All	A Little	Somewhat	Very Much	Extremely
2. How helpful was pay for completing the course?	Not at All	A Little	Somewhat	Very Much	Extremely
3. How helpful was the recognition ceremony?	Not at All	A Little	Somewhat	Very Much	Extremely
4. How helpful were child care reimbursements?	Not at All	A Little	Somewhat	Very Much	Extremely
5. How helpful were transportation tokens?	Not at All	A Little	Somewhat	Very Much	Extremely

6. If you did not receive information about child care expenses, could you have used this service? Yes No

7. If you did not receive information about bus tokens, could you have used these for transportation expenses? Yes No

8. Do you plan to enter community college, technical or apprenticeship training? Yes No

9. Please use the back of this page to write any comments or suggestions you may have for improving the course in the future.

Please return the completed survey to your teacher.
Thank you for your assistance!

Class: _____

CLASS PROFILE
LEAP
FALL 1991

Social Security Number: _____ Date: _____

Directions: Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column, "Like Me."
If the statement does not describe how you usually feel, put a check (✓) in the column, "Unlike Me."
There are no right or wrong answers.

		Like Me	Unlike Me
1.	I often wish I were someone else.	_____	_____
2.	I find it very hard to talk in front of a group.	_____	_____
3.	There are lots of things about myself I'd change if I could.	_____	_____
4.	I can make up my mind without too much trouble.	_____	_____
5.	I'm a lot of fun to be with.	_____	_____
6.	I get upset easily at home.	_____	_____
7.	It takes me a long time to get used to anything new.	_____	_____
8.	I'm popular with people my own age.	_____	_____
9.	My family expects too much of me.	_____	_____
10.	My family usually considers my feelings.	_____	_____
11.	I give in very easily.	_____	_____
12.	It's pretty tough to be me.	_____	_____
13.	Things are all mixed up in my life.	_____	_____
14.	Other people usually follow my ideas.	_____	_____
15.	I have a pretty low opinion of myself.	_____	_____

		Like Me	Unlike Me
16.	There are many times when I'd like to leave home.	_____	_____
17.	I often feel upset about the work that I do.	_____	_____
18.	I'm not as nice looking as most people.	_____	_____
19.	If I have something to say, I usually say it.	_____	_____
20.	My family understands me.	_____	_____
21.	Most people are better liked than I am.	_____	_____
22.	I usually feel as if my family is pushing me.	_____	_____
23.	I often get discouraged at what I am doing.	_____	_____
24.	Things usually don't bother me.	_____	_____
25.	I'm pretty happy.	_____	_____

TEACHER SURVEY

Class:_____

TEACHER SURVEY
LEAP
FALL 1991

Teacher:_____

Dates of Classes - From:_____/_____/_____ To:_____/_____/_____
(Day/Month/Year) (Day/Month/Year)

Class Location:_____ Type of Class:_____

_____

1. Have you taught workplace literacy classes before?

   _____ Yes _____ No

2. How many hours of instruction did you provide? _____

3. How many students began this course? _____

4. How many students completed this course? _____

5. Do all of the students counted in question 4 have pre and post CASAS scores?

   _____ Yes _____ No

   If you answered No, why are there missing CASAS scores? (Check one reason.)

   ____ Students did not complete the course
   ____ Students NATBT lacked the prerequisite skills
   ____ Students were absent on the dates of testing
   ____ Other, explain_____

6. How did you assess the training needs of the students in this class? _____

   _____

   _____

7. What procedures did you use to link the needs assessment to the design of the educational program?_____

   _____

   _____

8. (a) Generally, beyond the CASAS, in what other ways did student performance change as a result of the class?

_____

_____

(b) Other than the CASAS, what do you use as an indicator of student performance? Please be specific and list as many indicators as you use.

_____

_____

9. Which of the following instructional method(s) did you use to teach this course? (Check all that were used.)

____ Video
____ Computer Based Training
____ Computer Assisted Instruction
____ One to One Tutorial
____ Traditional Classroom
____ Other, explain_____

10. In the space below, list the workplace-specific skills the instruction was designed to improve. Then, rate the effectiveness of the instructional methods you noted in question 9 to teach these skills. **Use the following scale to assign the effectiveness score for the instructional method used in teaching each skill.**

Not at all=1 A little=2 Somewhat=3 Very Effective=4 Extremely=5

Skill	Method	Effectiveness Score

11. What components of the educational program must be individually designed to suit each business site? _____

_____

_____

12. What components of the educational program can be used to teach skills needed for a variety of business sites? _____

_____

_____

13. What were the most <u>useful</u> instructional materials you used to teach this class? (Check one.)

____ Materials You Developed (Please attach copies.)
____ Commercial Print Materials, e.g., Steck-Vaughn; Contemporary (Please attach a list.)
____ LEAP Curriculum Materials
____ LAUBACH International
____ English at Work
____ El Paso Project Video Curriculum
____ Company-based Materials
____ Craft Math
____ Other, explain_____

14. Check two additional materials which were also very useful.

____ Materials You Developed (Please attach copies.)
____ Commercial Print Materials, e.g., Steck-Vaughn; Contemporary (Please attach a list.)
____ LEAP Curriculum Materials
____ LAUBACH International
____ English at Work
____ El Paso Project Video Curriculum
____ Company-based Materials
____ Craft Math
____ Other, explain_____

15. Please list all of the skills and industries that would be an appropriate application of those educational materials you used to teach this class.

Materials You Developed

Skill Areas: _____

Industries: _____

Commercial Print Materials, e.g., Steck-Vaughn; Contemporary

Skill Areas: _____

Industries: _____

LEAP Curriculum Materials

Skill Areas: _____

Industries: _____

LAUBACH International

Skill Areas: _____

Industries: _____

English at Work

Skill Areas: _____

Industries: _____

El Paso Project Video Curriculum

Skill Areas: _____

Industries: _____

Company-based Materials

Skill Areas: _____

Industries: _____

Craft Math

Skill Areas: _____

Industries: _____

Other

Skill Areas: _____

Industries: _____

16. Was a library of workplace literacy materials available to you?

_____ Yes _____ No

17. Were there any factors that inhibited your developing materials for this class?

_____ Yes _____ No

If you answered Yes, please describe these factors.

_____

18. Were you given any compensation for class preparation time?

_____ Yes _____ No

19. Were you able to complete an IEP for each student?

_____ Yes _____ No

20. Were you able to provide individualized instruction?

_____ Yes _____ No

21. Were you able to maintain an individual folder for each student's tests and work?

_____ Yes _____ No

22. Were you able to provide follow-up to students who were absent or dropped out?

_____ Yes _____ No

If you answered No to questions 19, 20, 21, or 22, what could be done to assist teachers in completing this (these) task(s)?

_____

_____

23. How can workplace literacy be more effectively incorporated into your agency's ongoing operation?

_____

_____

_____

24. Was this class successful? _____ Yes _____ No

Please explain your answer_____

_____

_____

25. What criteria do you use to evaluate the success of this class?

_____

_____

26. How would you improve this class?

_____

_____

_____

Thank you for your assistance!

UNION CONTACT INTERVIEW

Class:_____

UNION CONTACT INTERVIEW*

LEAP
FALL 1991

Name:_____

Company:_____

Dates of Classes - From:_____/_____/_____ **To:**_____/_____/_____
(Day/Month/Year) (Day/Month/Year)

Interviewer Name:_____ **Date of Interview:**_____

_____

Instructions: Your answers to the following questions will help us evaluate the impact of the educational program on your members. The interview should take about 30 minutes to complete.

1. **How many workers at this company are Union members?** _____

2. **How many of these workers participated in the class?** _____

3. **How many of these workers are you directly responsible for?**

   _____

4. **What is the role of the employer in workplace literacy training?**_____

   _____

5. **Who should select candidates for training?**

   JobTitle:_____

6. Since the class started, have you noticed any differences in the following areas? (Circle one answer for each area.)

6.1 Team versus individual performance of job tasks?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.2 Writing or verbal skills?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.3 Assistance needed to complete job tasks?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.4 Attendance and punctuality?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.5 Amount of supervision provided?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.6 Quality of work products?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.7 Time required to complete job tasks?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.8 Job turnover?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.9 Following safety procedures?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.10 Assistance provided to co-workers?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.11 Communication among and between team members and co-workers?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.12 Volunteering for over-time?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

6.13 Active participation in meetings?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

7. **Are there any other changes in the workplace behaviors of these members that you believe are the result of this program?**

_____

_____

8. **Do you feel that participation in LEAP classes has a positive effect on the personal development of participating members? (Circle one.)**

Yes No

Please explain your answer. _____

_____

_____

9. **Do you feel that participation in LEAP classes has a positive effect on the families of participating members? (Circle one.)**

Yes No

Please explain your answer. _____

_____

_____

10. **Do you feel that your members' participation in LEAP classes has had a positive effect on a their work with the Union? (Circle one.)**

Yes No

Please explain your answer. _____

_____

_____

11. **Do you feel that there is a need to continue basic skills training for your members? (Circle one.)**

Yes No

Please explain your answer. _____

_____

_____

12. **How does career advancement take place in this company? (Circle one.)**

-Seniority

-Examination

-Work Performance

-Combination of Approaches

-Other: Explain_____

13. **Did you or any other Union representative recommend this class to your members? (Circle one.)**

Yes No

Please explain your answer. _____

_____

_____

14. **Would you or any other Union representative recommend this class to your members again? (Circle one.)**

Yes No

Please explain your answer. _____

_____

_____

15. Would you or any other Union representative recommend this class to Union members at other companies? (Circle one.)

Yes No

Please explain your answer. _____

_____

_____

16. What suggestions do you have for enhancing the impact of the program?

_____

_____

_____

_____

17. What advice would you give employers who are starting workplace literacy programs?

_____

_____

_____

_____

Thank you for your comments!

COMPANY CONTACT INTERVIEW

Class:_____

DIRECT SUPERVISOR/COMPANY CONTACT INTERVIEW
LEAP FALL 1991

Supervisor Name:_____

This interview is to be conducted with those supervisors or company contacts who have the majority of their supervisees enrolled in any one class.

Type of Contact (Circle one): Direct Supervisor Company Contact

Company:_____

Dates of Classes - From:_____/_____/_____ **To:**_____/_____/_____
(Day/Month/Year) (Day/Month/Year)

Interviewer Name:_____ **Date of Interview:**_____

_____

Instructions: Your answers to the following questions will help us evaluate the impact of the educational program on the employees you supervise. The interview should take about 30 minutes to complete.

1. **How many employees do you regularly supervise?** _____

2. **How many of these people participated in the class?** _____

3. **Why did your company choose to participate in this program? (i.e. Company required development of new skills among current workers.)** _____

   _____

   _____

4. **What is the role of the employer in workplace literacy traninig?** _____

   _____

5. **Who should select candidates to participate in training?**

   Job title:_____

6. What is the job title of the person responsible for workplace literacy training in your company? _____

7. Since the class started, have you noticed any differences in the following areas? (Circle one answer for each area.)

7.1 Team versus individual performance of job tasks?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

7.2 Writing or verbal skills?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

7.3 Assistance needed to complete job tasks?

Much Better	Somewhat Better	About the Same As Before	Somewhat Worse	Much Worse

7.4 Attendance and punctuality?

Much Better	Somewhat Better	About the Same As Before	Somewhat Worse	Much Worse

7.5 Quality of work products?

Much Better	Somewhat Better	About the Same As Before	Somewhat Worse	Much Worse

7.6 Time required to complete job tasks?

Much Better	Somewhat Better	About the Same As Before	Somewhat Worse	Much Worse

7.7 Job turnover?

Much Better	Somewhat Better	About the Same As Before	Somewhat Worse	Much Worse

7.8 Following safety procedures?

Much Better	Somewhat Better	About the Same As Before	Somewhat Worse	Much Worse

7.9 Assistance provided to co-workers?

Much Better	Somewhat Better	About the Same As Before	Somewhat Worse	Much Worse

7.10 Communication among and between team members and co-workers?

Much Better	Somewhat Better	About the Same As Before	Somewhat Worse	Much Worse

7.11 Volunteering for over-time?

Much Better	Somewhat Better	About the Same as Before	Somewhat Worse	Much Worse	No Opportunity to Observe

7.12 Active participation in meetings?

Much Better	Somewhat Better	About the Same As Before	Somewhat Worse	Much Worse

7.13 Amount of supervision you provide?

Much Less	Somewhat Less	About the Same As Before	Somewhat More	Much More

7.14 **Has the type of supervision you provide changed, for example, from close, direct supervision to coaching? (circle one.)**

Yes No

If yes, please explain these changes. _____

_____

8. **Are there any other changes in the workplace behaviors of these employees that you believe are the result of this program? (circle one.)**

Yes No

If yes, please explain these changes. _____

_____

_____

9. **Do you feel that participation in LEAP classes has a beneficial effect on the personal development of participating workers? (circle one.)**

Yes No

Please explain your answer. _____

_____

_____

10. **Do you feel that your employees' participation in LEAP classes has had a beneficial effect on a their work with the company? (circle one.)**

Yes No

Please explain your answer. _____

_____

_____

11. **What incentives are there for employers to participate in this program?** _____

_____

12. **Do you feel that there is a need to continue basic skills training for your workers? (circle one.)**

Yes No

Please explain your answer. _____

_____

_____

13. **Would your company have conducted workplace literacy training if this program were not available? (circle one.)**

Yes No

14. **Did the company offer employees any incentives to participate in the classes? (circle one.)**

Yes No

If yes, please list the incentives. _____

_____

_____

15. **How does career advancement take place in this company? (Circle one.)**

-Seniority

-Examination

-Work Performance

-Combination of Approaches

-Other: Explain_____

16. **What workplace materials did the company provide to assist in instruction?**

_____

_____

17. **Did you or any other management representative recommend this class to your employees? (Circle one.)**

Yes No

Please explain your answer. _____

_____

_____

18. **Would you or any other management representative recommend this class to your employees again? (Circle one.)**

Yes No

Please explain your answer. _____

_____

_____

19. **Would you or any other management representative recommend this class to your colleagues at other companies? (Circle one.)**

Yes No

Please explain your answer. _____

_____

_____

20. What suggestions do you have for enhancing the impact of the program?

_____

_____

_____

_____

21. What advice would you give other employers who are starting workplace literacy training programs?

_____

_____

_____

_____

Thank you for your comments!

CLASS QUESTIONNAIRE

(NON-COMPLETERS TELEPHONE SURVEY)

CLASS QUESTIONNAIRE
THE LABOR EDUCATION ACHIEVEMENT (LEAP) PROGRAM

Name of Student:_____ **Date of Interview:**_____

Telephone Number:_____ **SSN:**_____

1. How many weeks of classes did you attend? _____

2. What was the <u>one most important reason</u> you did not finish the class?

_____

_____

_____

If the respondent is not able to tell you the most important reason he/she was not able to finish the class, use the following list to provide some suggestions of reasons students do not finish these classes. When relevant, write the comments on the list.

Class was not what I expected it would be

Was not learning things that would help me at my job

Needed transportation

Needed care for my children

Did not like the class

Did not like the teacher

Had to start a second job

Wanted/or needed to work overtime

Did not have enough time to study/attend class

Work schedule changed

Got laid off

Inconvenient class location

Inconvenient class time

There was too much testing in the class

Illness or death in my family

3. What was the second most important reason you did not finish the class?

_____

_____

_____

Again, use the following list to prompt the student for any other reasons that might have interfered with completing the class.

Class was not what I expected it would be

Was not learning things that would help me at my job

Needed transportation

Needed care for my children

Did not like the class

Did not like the teacher

Had to start a second job

Wanted/or needed to work overtime

Did not have enough time to study/attend class

Work schedule changed

Got laid off

Inconvenient class location

Inconvenient class time

There was too much testing in the class

Illness or death in my family

4. Is there anything that would have helped you complete the class? (Please describe.)

_____

_____

STUDENT SURVEY (REPEATING STUDENTS)

STUDENT SURVEY
THE LABOR EDUCATION ACHIEVEMENT (LEAP) PROJECT
Sponsored by the AFL-CIO

Instructions: **Please answer each of the following questions, based upon what has happened to you since you attended your first LEAP class.**

---

1. How do you think your life has changed as a result of going to the LEAP classes?

   _____

   _____

2. What made you decide to register for the LEAP classes?

   _____

   _____

3. Did your family encourage you to attend the classes?

   _____ **Yes** _____ **No** _____ **Not Sure**

   Did going to the LEAP classes help you to encourage members of your family to accomplish their educational goals?

   _____ **Yes** _____ **No** _____ **Not Sure**

4. Did going to the LEAP classes help you to motivate your friends to accomplish their educational goals?

   _____ **Yes** _____ **No** _____ **Not Sure**

5. Did going to LEAP classes help you to get a better job at the same company?

   _____ **Yes** _____ **No** _____ **Not Sure**

6. Did going to LEAP classes help you to get a better job at a different company?

   _____ **Yes** _____ **No** _____ **Not Sure**

7. Did going to LEAP classes help you to become more active in community projects?

   _____ **Yes** _____ **No** _____ **Not Sure**

8. Did going to LEAP classes help you become more active in your union?

_____ **Yes** _____ **No** _____ **Not Sure**

9. Did going to LEAP classes help you in any other way?

_____ **Yes** _____ **No** _____ **Not Sure**

If you answered **YES**, please describe the other way or ways that going to LEAP classes helped you. _____

_____

10. Have you changed companies? (Please check one.)

_____ **No** _____ **Yes**

If you answered **YES**, why did you change companies? (Please check **all** that apply.)

_____ The new job has better wages.
_____ The new job is a promotion.
_____ The new job has better working hours.
_____ The new job has better working conditions.
_____ The new job has better benefits.
_____ I got laid off or my hours were reduced at the old job.
_____ Other-Please describe._____

_____

11. Have you changed the type of job that you do? (Please check one.)

_____ **No** _____ **Yes**

If you answered **YES**, please describe the change in the type of job that you do.

Old Type of Job_____

New Type of Job_____

12. Have you enrolled in any of the following programs? (Please check **all** that apply.)

_____ Technical Training
_____ Apprenticeship Program
_____ Community College
_____ 4 Year College or University
_____ Other-Please describe._____

Did going to the LEAP classes help you to get started with any of these programs?

____Yes ____No

13. Have you obtained any of the following? (Please check **all** that apply.)

_____ GED
_____ External Diploma
_____ Job Certification
_____ Associate Degree
_____ Bachelor's Degree
_____ Other Degree(s) or Certification(s)-Please list. _____

_____

14. Did going to the LEAP classes help you to get your degree or certification?

____Yes ____No

For the next five questions, please think about what has happened to you since you started the LEAP classes. Then, indicate how helpful each of these things have been to you by **circling one answer for each question.**

15. How helpful was the encouragement you received from classmates? (Circle one.)

(1)Not helpful at all **(2)A little helpful** **(3)Somewhat helpful**

(4)Very helpful **(5)Extremely helpful** **(6)Did not receive this**

16. How helpful was the encouragement you received from the teacher or teachers?

(1)Not helpful at all **(2)A little helpful** **(3)Somewhat helpful**

(4)Very helpful **(5)Extremely helpful** **(6)Did not receive this**

17. How helpful was the encouragement you received from the union?

(1)Not helpful at all **(2)A little helpful** **(3)Somewhat helpful**

(4)Very helpful **(5)Extremely helpful** **(6)Did not receive this**

18. How helpful was the encouragement you received from the Peer Mentor?

(1)Not helpful at all **(2)A little helpful** **(3)Somewhat helpful**

(4)Very helpful **(5)Extremely helpful** **(6)Did not receive this**

19. How helpful was any increase in your own self confidence?

(1)Not helpful at all **(2)A little helpful** **(3)Somewhat helpful**

(4)Very helpful **(5)Extremely helpful** **(6)No increase in confidence**

20. Are there any other changes that have happened because you went to the LEAP classes? If, yes, please write about these changes here.

_____

_____

_____

21. Please write any other comments you have about the LEAP program here.

_____

_____

_____

THANK YOU FOR YOUR HELP!

Rev. 09/17/92

LEARNING ADVOCATE SURVEY

(COMPLETED BY LEARNING ADVOCATES)

LABOR EDUCATION ACHIEVEMENT PROGRAM
LEARNING ADVOCATE

Class Site:_____

Teacher's Name(s):_____

---

1. If you were able to talk with workers about the LEAP class or classes available to them, with approximately how many workers did you discuss this?

   _____ 1 to 5
   _____ 6 to 10
   _____ 11 to 15
   _____ 16 to 20
   _____ More than 20
   _____ Not applicable

2. In the LEAP class(es) that you attended, what do you think was most helpful for the students?_____

   _____

   For the following four questions, **number 3 through number 6**, please indicate if you were able to provide each type of assistance, and what you did to provide assistance:

3. Reducing any anxieties that the workers you talked with may have had?

   _____ Yes _____ No _____ Not Sure

   If yes, explain._____

   _____

   _____

4. Assisting students who were having difficulty with the class?

   _____ Yes _____ No _____ Not Sure

   If yes, explain._____

   _____

   _____

5. Providing advocacy services to the students?

_____ Yes _____ No _____ Not Sure

If yes, explain._____

_____

_____

6. Providing encouragement to the students?

_____ Yes _____ No _____ Not Sure

If yes, explain._____

_____

_____

7. In your opinion, did the classroom instruction relate to workplace skills?

_____ Yes _____ No _____ Not Sure

8. What kinds of barriers did the students encounter? **(Check all that apply.)**

_____ None
_____ Unable to obtain child care
_____ Emergencies
_____ Family problems
_____ Family responsibilities (other than child care)
_____ Transportation
_____ Work schedule
_____ Release time
_____ Past learning experiences
_____ Ambivalence about education
_____ Competition
_____ Myth of Meritocracy
_____ Emotional barriers
_____ Fear of failure
_____ Learning disabilities
_____ Blaming self for not circumstances out of one's control
_____ Fear that confidentiality will be broken
_____ Other, specify_____

9. How did you assist the students in dealing with these barriers? **(Check all that apply.)**

_____ Gave them information about resources available to help meet their particular need(s).

_____ Talked with program staff and/or teacher about the students need(s).

_____ Was available to listen, talk, and assist students in developing their own solutions.

_____ Other, specify_____

_____

10. In what ways did you provide classroom assistance? (For example, provided teacher with materials from the workplace in order to make class exercises more relevant, encouraged students to ask questions.)_____

_____

_____

_____

11. Were you able to contact students who missed class(es)?

_____ Yes _____ No

If **yes**, please answer the following three questions.

a. Were you able to determine why the student(s) missed class(es)?

_____ Yes _____ No

b. Were you able to help them so that they could attend class regularly?

_____ Yes _____ No

Please explain your answer._____

_____

c. Did you have an impact on the retention of students?

_____ Yes _____ No

Please explain your answer._____

_____

12. What could be done to improve retention of students in LEAP classes?_____

_____

_____

13. Were you able to keep regular documentation on:

a. problems encountered in the classroom? _____ Yes _____ No

b. other problems encountered by students? _____ Yes _____ No

c. the activities you engaged in to address problems? _____ Yes _____ No

d. other, specify_____ _____ Yes _____ No
_____
_____

Did you share this information with the teacher?

_____ Yes _____ No

14. How helpful was the Learning Advocate Training that you received?

_____ Extremely helpful
_____ Very helpful
_____ Somewhat helpful
_____ A little helpful
_____ Not at all helpful

15. What suggestions do you have for improving the Learning Advocate Training? _____

_____

16. As a Learning Advocate, what resources were the most helpful to you? _____

_____

17. As a Learning Advocate, were there any resources that you needed but were unable to find?

_____

18. Did you encounter any barriers in forming an effective working relationship with the teacher?

_____ Yes _____ No

If **yes**, please list these barriers._____

_____

_____

What could be done to overcome these barriers? _____

_____

_____

19. Do you have any other comments about your experience as a Learning Advocate?_____

_____

THANK YOU FOR COMPLETING THE SURVEY!

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_____

LEARNING ADVOCATE EVALUATION

(COMPLETED BY TEACHERS)

LABOR EDUCATION ACHIEVEMENT PROGRAM
LEARNING ADVOCATE EVALUATION

Class Site: _____

1. Check each area where the learning advocate was able to provide assistance.

_____ Contacting students who missed class(es)
_____ Providing assistance to enable students to attend class regularly
_____ Providing emotional support to students
_____ Providing information about available resources to students
_____ Providing you with feedback regarding the class
_____ Providing you with feedback regarding student progress
_____ Assisting students overcome barriers to successful class completion
_____ Providing workplace related materials for use in the classroom
_____ Providing assistance with administrative tasks
_____ Providing individual tutoring

2. Briefly describe how the learning advocate was used in your class.

_____

_____

_____

3. In what ways was the learning advocate most helpful?

_____

_____

4. In what ways was the learning advocate least helpful?

_____

_____

5. Were you clear about the role of the learning advocate?

_____ Yes _____ No

Comment: _____

6. Did you encounter any barriers in forming an effective working relationship with the learning advocate?

_____ Yes _____ No

If yes, please list these barriers._____

_____

_____

What could be done to overcome these barriers? _____

_____

_____

7. What could be done to improve the role of the learning advocate in LEAP classes?

_____

_____

8. How helpful was the Learning Advocate Training that you attended?

_____ Extremely helpful
_____ Very helpful
_____ Somewhat helpful
_____ A little helpful
_____ Not at all helpful

What could be done to improve the training?_____

_____

9. Is there a need for additional joint training for the teachers and learning advocates?

_____ Yes _____ No _____ Not Sure

If yes, what topics should be covered in future learning advocate training sessions?_____

_____

10. Would you be interested in having a learning advocate in your class next semester?

_____ Yes _____ No

Why or why not?_____

_____

_____

11. Do you have any recommendations for improving the Learning Advocate Program?_____

_____

_____

12. Do you have any other comments about your experience with the learning advocate?_____

_____

THANK YOU FOR COMPLETING THE SURVEY!!

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